

State of Minnesota  
Department of Education  
Special Education Section

Code XVI-B-64  
(1961)

DIRECTIVES RELATING TO PUBLIC SCHOOL PROGRAMS  
FOR  
TRAINABLE MENTALLY RETARDED CHILDREN

Pursuant to Minnesota Regulations Relating to Education, 1956 Edition, and  
Cumulative Supplements, July 1, 1959 and August 1, 1961.

61-DAP-<sup>Dept Ed</sup>~~222~~

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## I. INTRODUCTION

In 1915 the Minnesota Legislature enacted a bill which provided for the establishment of state aided classes for "mental subnormal children" on a permissive basis. However, this early provision did not include trainable children per se. As a consequence, only a small number of school programs for this group were developed by individual action of local school districts.

In 1951 a committee appointed by the Commissioner of Education undertook a survey of the status of classes for trainable in Minnesota. This report summarized existing plans for educating severely retarded children, described classes in operation, and reviewed follow-up studies of trainable retardates. In August of 1951, the State Department of Education established procedures and standards for the organization of public school classes for trainable mentally retarded children. By the end of the 1956-57 school year, 21 public school classes for this group had been established in 14 school districts.

The 1957 Legislature enacted a bill relating specifically to school programs for trainable retarded children of school age (chapter 803 Minnesota Law 1957). Although this law is permissive in character, it nevertheless opens the way for a much more extensive participation by the public schools in the education of this group of children. Present programs and standards are based on this law.

### A. Provisions in the Law

1. School districts may establish classes for trainable retarded, but this is not mandatory.
2. Such programs are to be established and operated in accord with the rules and standards set forth by the State Board of Education.
3. Reimbursement will be paid to school districts operating approved special classes for trainable children to help offset the excess cost of the programs.
4. Additional state aid is available to any school district for special transportation or board and lodging of a trainable child.
5. A pupil enrolled in an approved program for trainable children qualifies for foundation aid.

### B. Definition

1. The trainable retarded child is defined in chapter 803 of the 1957 Minnesota Session Laws as follows:

Every child who is handicapped to such a degree that he is not educable as determined by the standards of the state board but who can reasonably be expected to profit in a social, emotional or physical way from a program of teaching and training is a trainable child.

2. Following is a summary of the general potential of trainable retarded children, which has been widely accepted throughout the country:
  - a. Their mental development is approximately one-quarter to one-half that of an average child.
  - b. Their speech and language abilities are distinctly limited.
  - c. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rote learning of some words or simple numbers.
  - d. They can eventually learn to protect themselves from common dangers.
  - e. They are capable of learning self-care in dressing, undressing, eating, toileting, keeping clean, and in other necessary skills which will make them independent of their parents in the regular routine of living.
  - f. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, to respect property rights, and in general to cooperate with others.
  - g. They are capable of learning to assist in chores around the house or in doing a routine task for some remuneration in a sheltered environment under supervision.
  - h. They will require some care, supervision, and economic support throughout their lives.<sup>1</sup>

C. School-Community Cooperation and Responsibility

1. Responsibility of Various Agencies

- a. Public Welfare Departments. Laws that date back to 1917 place general responsibility for the care of all trainable retarded persons in Minnesota upon the State Department of Public Welfare and, through this agency, upon the 87 County Welfare Departments.
- b. Public Schools. Minnesota public school laws relating to special education provide for the education of trainable retarded children on a permissive basis with state aid. These laws specify that such classes are to be organized by local school districts in Minnesota in accord with the policies and standards established by the State Board of Education.
- c. Public Health Agencies. The Minnesota Department of Health and its County Public Health Agencies also have a responsibility for the mentally retarded. In addition to being actively

<sup>1</sup>Adapted from REPORT ON STUDY PROJECTS FOR TRAINABLE MENTALLY HANDICAPPED CHILDREN issued by State Department of Public Instruction, Springfield, Illinois, November, 1954.

engaged in case-finding and referral, public health nurses working within the community or county help parents to accept their child and his limitations, carry out home training programs, and utilize other community resources.

- d. Associations for Retarded Children. The Minnesota Association for Retarded Children and its local chapters are voluntary non-profit organizations whose basic purpose is to promote the general welfare of all mentally retarded individuals. Programs of these organizations are based first of all on helping parents to understand and accept their retarded children.

## 2. Inter-Agency Committees on Mental Retardation

Most trainable retarded persons will require a lifelong program of care and supervision. It has become increasingly clear that planning for this group requires the cooperation of many agencies and individuals. Because of this, county or community inter-agency committees on mental retardation have been established, or may be formed, for advisory purposes and to plan and coordinate services which serve trainable retarded children in local communities.

NOTE: Assistance in establishing such committees may be obtained by contacting the Section on Mental Deficiency of the Department of Public Welfare or the Special Education Section.

## 3. Public Education Programs

If schools and communities are to support a special education program for trainable retarded children, they must have some knowledge of mental retardation as well as an understanding of the role education plays in meeting the needs of this group. Public education programs can be arranged through Parent Teacher Associations or local chapters of the Minnesota Association for Retarded Children.

## D. Purpose of the Manual

This manual outlines the means by which local school districts may establish and maintain state aided classes for trainable retarded children. Most questions relating to important elements of these programs are answered in this manual. However, there is no single or simple answer to many of the problems which will arise. This is particularly true in questions dealing with individual children. When such problems occur, school districts should consult with appropriate local professional agencies or with the Special Education Section.

# II. ELIGIBILITY AND SELECTION OF PUPILS

## A. Responsibility

"The eligibility of each pupil for special services and instruction shall be determined by the administrative officer of the school district,

prior to admission, on the basis of substantial and competent evidence..."  
(Minnesota Regulations Relating to Education, article VII, 5033)

B. Standards of Eligibility

1. To be eligible for placement in a special class for the trainable retarded, a child must meet the following qualifications:

Score (approximately) between 30 and 55 I.Q. on an individual intelligence test administered by a qualified psychologist;

be ambulatory and have no major physical or sensory defects which would require a disproportionate amount of the teacher's time;

be toilet trained;

be able to communicate his needs to others;

be socially adjusted to the degree that he will not endanger himself or others by his personal behavior;

be of school age, but within reasonable age range of the other pupils in the class.

2. In certain instances, a child who does not meet all of the above standards may be placed in the trainable program on a trial basis. For example, children with cerebral palsy or other physical handicaps usually will not meet all of the above requirements. For pupils in this category, a trial placement in the trainable class, in addition to the differential diagnosis, is often necessary to determine whether their needs can be met through such a program. See Chapter III, Item D.

C. Screening

An initial step in planning a class for the trainable retarded will be to compile a list of names of children who may be candidates for such a program.

1. Trainable children in a community are usually known to agencies such as County Welfare Departments, Public Health Nursing Offices and Associations for Retarded Children. Physicians will also know of trainable children in the community.
2. It should be anticipated that many of the children identified in this manner will not be eligible for a trainable class. Some children may be too severely retarded to profit from such a program. Others may have multiple handicaps of such severity that placement in a special class would not be practical. For other children, trainable class placement may interfere with life plans made by other agencies.

#### D. Individual Evaluation

The determination of a child's eligibility for admission to a trainable class will be based on the results of an individual study of the child as outlined below:

##### 1. Medical Examination

- a. This examination, to be given by a licensed physician, should consider the possible existence of vision and hearing defects, neurological impairments or other physical conditions which may affect the adjustment of the child in the class.
- b. Medical Record Form. The "Special Class Medical Report" form (Code XVI-C-13a) is to be used for recording the results of the medical examination.
  - (1) If a school district presently has a medical-health record form for general use in the school which would be adequate for the special class pupils, this may be used in lieu of the above form.
  - (2) The medical record form or its equivalent is to be filed in the child's pupil record folder in the district, and is not to be sent to the Special Education Section unless requested.
- c. If a health-medical record is already available, and is less than three years old, it will not be necessary for the child to be re-examined by a physician, unless further evaluation is indicated.
- d. Re-examination of Pupils. Children enrolled in trainable classes should be given a medical examination every three years and more frequently if necessary in individual cases.

##### 2. Psychological Evaluation

- a. An assessment of the child's mental ability must be made by a certified psychologist using the 1937 or 1960 revisions of the Stanford Binet Intelligence Scale, the Wechsler Intelligence Scale for Children or other comparable instruments.
- b. The psychological evaluation also should include measures and/or clinical judgments of emotional and social behavior that might affect the child's adjustment in the class.
- c. Psychological Report Form. Generally, psychologists have appropriate forms for reporting test results to school districts. This report is to be filed in the child's record folder at school, and is not to be sent to the Special Education Section unless requested.



- d. Continued Evaluation of Pupils. Special class pupils should be re-examined by a psychologist every three years, and more frequently if necessary in individual cases.

### 3. Personal History

- a. Information pertaining to the child's behavior and adjustment in the home and community may be obtained by a school social worker or some other person designated by the superintendent. In many cases the information may be available through county welfare departments.
- b. The personal history of each child is to include the following:
  - (1) Observations concerning toilet training, personal and social skills within the family and ability to communicate.
  - (2) Descriptions of any group experiences such as day-care programs.
- c. This information is to be on file in the child's record folder and is not to be sent to the Special Education Section unless requested.

### E. Parent Consultation

1. School programming for trainable retarded children is but one small segment of a life-long plan of care and supervision. This, as well as the purposes and scope of the special class, should be interpreted to the parents of each trainable child prior to enrolling the child in the program. School districts will often find it helpful to seek assistance from appropriate local professional agencies in offering this service.
2. Continuing parent consultation and education are regarded as an integral part of the life plan for trainable retarded children, and should be provided throughout the time the child is enrolled in the special class. See Chapter IX.

## III. ADMISSION TO CLASSES

### A. Admissions Committee

Superintendents may find it useful to appoint a committee, or work through an existing group such as an inter-agency committee on mental retardation, for purposes of selecting children for placement in the trainable class.

1. Such a committee might consist of the professional personnel who have obtained the information on the children and other persons designated by the superintendent such as the special class teacher, the building principal and the school nurse.

2. Since placement and dismissal of pupils are continuing problems, it is recommended that this committee be established on a permanent basis.

B. Placement of Eligible Pupils

Children who meet all of the standards for admission to the trainable class, as outlined in Chapter II, Item B (page 4) of this manual may be placed in the program without prior approval of the Special Education Section.

NOTE: Minnesota Regulations Relating to Education require that each pupil enrolled in the special class must be approved by the Commissioner of Education. See Chapter IV following.

C. Initial Enrollment of Pupils in a Beginning Class. See Chapter IX, Item B.

D. Trial Placement

1. Generally, only children who meet all of the standards for admission are approved for placement in the trainable class. However, in certain instances, a child who does not qualify completely may be placed in the trainable class for a trial period to determine if his needs can be effectively met through such a program.

NOTE: A child in this category may not be placed in the trainable class until notification of his approval has been received from the Special Education Section.

2. Procedure

- a. When the school administration wishes to place such a child in the trainable class, a written request for trial placement must be sent to the Special Education Section.
- b. A complete record on the child must be submitted with the written request, including all information outlined in Chapter II, Item D (page 5) of this manual, and any additional information which may be helpful in making a judgment as to the feasibility of enrolling the child in such a program.
- c. Following review of the child's records by the Special Education Section notice of approval or non-approval of the request for trial placement will be sent to the district.

3. Length of Trial Period

The length of the trial period for such pupils will be for one school year unless otherwise indicated. For children who are enrolled in the class after the school term has begun, the trial period will be for the remainder of that school year.

4. Trial Placement: Follow-up

- a. In the spring, the school administration and/or admissions committee is to review the progress of each child on trial placement to determine whether his enrollment in the special class should be continued or terminated.

NOTE: In certain instances evaluation of such pupils must be made before the end of the school year. See Item E. following.

- b. Notification of plans for such children for the next school year are to be submitted to the Special Education Section on Code XVI-B-60. Copies of this form will be sent to school districts in April of each school year.
- c. If the trial placement has been satisfactory in the judgment of the school administration and continued placement is recommended, the Special Education Section will approve the child for regular placement.

NOTE: The placement of each pupil enrolled in the trainable class is subject to review at any time during the school year by the Special Education Section.

E. Termination

1. Placement may be terminated when, in the judgment of the school administration and/or admissions committee: (a) a child is no longer benefiting from the program; (b) the program is in jeopardy because of the continued presence of a child; or (c) other justifiable reasons prevail. Such action should be taken only after adequate observation and study of the child have been made.
2. In such cases, provision should be made for counseling with the parents regarding further planning for the child. See Chapter IX.
3. Notification that a child's placement has been terminated must be sent to the Special Education Section on Code XVI-C-30a. See Chapter IV, Item C.

#### IV. APPROVAL OF THE SPECIAL CLASS FOR REIMBURSEMENT

##### A. Basis of Approval

Reimbursement paid to a school district for its special education program is contingent upon approval by the Special Education Section. Such programs are approved when: (1) all pupils in the class have been approved; (2) the teacher of the class holds a valid Minnesota Certificate to teach mentally retarded children; and (3) all other standards relating to the operation of state-aided classes, as outlined in this manual, have been met.

##### B. Reporting and Approving the Program (and pupils)

1. At the beginning of each school year a form entitled, "Information on Special Classes for Mentally Retarded Children," (Code XVI-C-30) will be sent to each school district operating a special class. This form contains spaces for including summary information on the program, the teacher and the pupils.
2. This form is to be completely filled out in triplicate for or by each special teacher and all three copies submitted to the Special Education Section by October 1.
  - a. If the form is properly completed and all aspects (teacher and pupils) of the program are qualified, the program will be approved and one copy of the form will be returned to the district.
  - b. If the form is not properly completed, or if all aspects of the program do not qualify, notification to this effect will be sent to the district.

##### C. Reporting Changes in Enrollment

1. Information on children enrolled in or dropped from the special class after October 1 of each school year is to be submitted on Code XVI-C-30a, "Notice of Change in Enrollment in Special Classes for Mentally Retarded Children".
2. This form is to be completely filled out and submitted in duplicate to the Special Education Section at anytime during the school year when enrollment changes occur. One copy will be returned to the school district.

##### D. Reimbursement of the Program, See Chapter VI.

## V. ADMINISTRATIVE STANDARDS FOR SPECIAL CLASS OPERATION

### A. Application

1. Each year special application must be filed with the Special Education Section by the administrative officer of the school district for the establishment or continuance of classes for trainable retarded children.
2. The application forms, Code XVI-C-1, will be forwarded to district and county superintendents in March of each year. These forms are to be fully completed in triplicate and two copies returned to the Special Education Section by April 15.

### B. Methods for Providing Services

1. Minnesota public school laws relating to special education outline a number of methods for providing special services and instruction for trainable retarded children. However, the actual establishment of a formal special education program (special class) is the method that is most frequently employed by school districts.
2. Because the educational needs of these children are for the most part best served in a group setting, requests for home instruction generally will not be approved.

### C. Types of Programs

The establishment of a full-day special class is the most common and desirable approach to providing a school program for trainable children. However, in order to provide services for a greater number of children and for purposes of economy, a school district may wish to follow one of the plans listed below:

1. Half-day plan. Under this plan the trainable children are enrolled in and attend school for only half of the day (either morning or afternoon). See Chapter VI for standards relating to special reimbursement and foundation aid.
2. Two half-day programs. This plan is similar to "a" above except that the teacher is employed full-time and works with two groups of trainable children, one in the morning and the other in the afternoon. For purposes of special reimbursement aid, this would be considered one full-time program.
3. Half-day educable - half-day trainable. In certain instances it may be desirable to establish a half-day educable - half-day trainable program. Under this arrangement (for example) the educable pupils would be assigned to the special teacher during the morning hours and would attend regular classes in the afternoon; the trainable group would be enrolled in school and assigned to the special teacher for the afternoon session only.

D. Inter-district Approaches. Following are possible approaches to providing special educational services and facilities for trainable children on a cooperative inter-district basis:

1. Nonresident children may be enrolled in an existing special class in an adjoining district. Trainable children in the operating district will be served first, but when space is available non-resident students may be placed in the class on a tuition basis.
2. Two or more districts may enter into an agreement to establish a special class for trainable children. When a group of districts enters into such an agreement, one of the participating schools must serve as the operating (employing) unit.
  - a. Each participating school is to pay the employing district a prorata amount of the net cost of the program. The net cost to be prorated will be the actual cost less state reimbursement.
  - b. Reimbursement for the cost of the trainable program will be paid to the operating district.

NOTE: See Minnesota Regulations Relating to Education, Article VII, Section 5034.

E. Housing Facilities

1. The room for the trainable program may be housed in the regular school plant or in a suitable building outside of the school providing that: (a) it is under complete control of the school board, (b) it is assigned to a building principal, and (c) the physical facilities are adequate.
2. The classroom must be in close proximity to fire exits, lavatories and playground facilities.
3. Whenever possible, the size of the classroom for trainables should be comparable to or larger than that required for a normal classroom. This additional space is needed for play experiences, craft work and other motor activities which are essential to the curriculum.

NOTE: For additional information, see, "Guide for Educational Planning of Public School Buildings and Sites in Minnesota". (Code V-A-2, Revised)

F. Age Grouping

1. Generally, the age range in a trainable class should not exceed five (5) years. The greatest benefits from the standpoint of social learnings can best occur when the ages of the pupils fall within this range.

2. If possible the initial class to be established in a community should be for elementary-aged pupils, since children in this age group usually benefit most from such a program.
3. When two or more trainable classes exist in a community, efforts should be made to group the children according to their chronological ages.

G. Class Size. A class for trainable children may be established with a minimum of five (5) pupils. Maximum class size is generally set at ten (10) children.

1. The actual (maximum) enrollment in a trainable class will be determined by such factors as the size of the room, personality characteristics of the pupils enrolled, the severity of the children's disabilities, and the ages and age range of the pupils.
2. If the district employs an attendant to assist the teacher, the number of pupils may be increased to 15. See Item H following.
3. School districts that wish to increase their enrollment beyond the limits outlined above are to consult with the Special Education Section.

H. Length of School Day

1. The minimum amount of time per school day that a trainable class may be in operation is two and one-half (2½) hours. The maximum length of time that the program may be in session will be determined by the local school administration.
  - a. The class must be in operation for a minimum of 5 hours per day in order for the program to qualify for maximum reimbursement.
  - b. When a modified all-day program is in operation, the lunch period may be counted as part of the school day. The lunch period is an important aspect of the training program and provides an excellent opportunity for teaching socialization skills and acceptable eating habits.
2. Trainable children will vary greatly in their ability to function in and profit from a group setting. Therefore, the hours in attendance must be flexible and need not be the same for all pupils.

I. Special Class Teacher

1. The teacher of a trainable class must hold a valid Minnesota certificate to teach mentally retarded children in order for the school district to receive state aid for the program. Requirements for certification in this area are included in Chapter VII.
2. Basic training and experience in kindergarten primary work is the most desirable background for teachers of trainable children.

J. Attendant Help

1. School districts enrolling 8 or more children in a trainable class may employ an attendant or aide to assist the teacher with the program.
2. Employment standards and salaries of such personnel may be determined by the local school board. Salaries for attendant help are reimbursable as outlined in Chapter VI.
3. Generally, parents of children enrolled in the program should not be employed in this capacity.

K. Records

1. Every school district operating a trainable program is to preserve and maintain a complete record of each resident and nonresident pupil enrolled in the class.
2. The file on each pupil is to include: (1) psychological reports, (2) health records and medical reports, and (3) personal history (See page 5). Notes on parent-teacher conferences, progress reports, behavior check lists and other pertinent information should also be included in the file.
3. Pupil record files must be available to the special teacher at all times. This information is also to be available for interpretation to appropriate professional personnel, to the state supervisory staff and to the parents or guardian of the child. (Minnesota Regulations, Article VII, 5034)

L. Equipment and Supplies

1. The selection of supplies and equipment for a trainable program should be the ultimate responsibility of the special class teacher.
2. Special equipment and supplies for a trainable program may include items such as a workbench, sandbox, phonograph, rhythm instruments, and craft and dramatic play materials. Assistance in the selection of materials may be obtained from the Special Education Section.
3. Reimbursement. See Chapter VI.



## VI. STANDARDS RELATING TO FINANCIAL ASPECTS OF THE TRAINABLE PROGRAM

### A. Annual Reports

1. Annual Report Forms, Code XVI-C-34, will be forwarded at the close of each school year to every district operating an approved special class for trainable retarded children.
2. These forms must be properly completed and returned to the Special Education Section by June 15, or within one week after the close of school, in order to qualify for payment of aids at the regular time.

### B. Reimbursement: Salaries and Services

1. State aid will be computed on the basis of two-thirds ( $2/3$ ) of the salary of each qualified teacher and each attendant employed in the school's program for trainable retarded, subject to the following limitations:
  - a. Maximum aid for each full-time person may not exceed \$3600.00.
  - b. Maximum reimbursement of salaries for part-time personnel will be prorated in proportion to the amount of time such personnel are employed in the special education program.
2. State aid is provided for medical, psychological and psychiatric diagnostic services when these are essential to the trainable program.
  - a. School districts will be reimbursed for two-thirds ( $2/3$ ) of the cost of such services, the reimbursement not to exceed \$10.00 for a half-day or \$20.00 per full day of time actually devoted to diagnostic work.
  - b. Diagnostic services provided by public agencies, i.e., the Department of Public Welfare's Bureau for Psychological Services, are not reimbursable.

### C. State Aid: Equipment and Supplies

Minnesota laws provide for reimbursement of special supplies and equipment purchased or rented for use in the trainable program. The maximum aid that may be reimbursed under this law is one-half ( $1/2$ ) the cost of the items purchased, not to exceed \$50.00 per child per year in reimbursement.

### D. Foundation Aid

1. School districts are eligible for foundation program aid for pupils attending classes for trainable retarded children on the basis of pupil units in average daily attendance.

2. The foundation program aid for such children will be paid to the district of the pupils' residence.
3. Attendance for trainable children is to be counted in the same way and reported on the same form that is used for all pupils. The rules outlined in the Manual of Instructions for Uniform Child Accounting (Code 1-A-7) apply to trainable children, with the following modifications:

- a. Length of school day. A trainable class must be in operation for a minimum of five (5) hours per day to be counted as a full-day program.

NOTE: The lunch period may be counted as part of the school day when it is included as part of the actual training program. See Chapter V, Item H.

- b. For classes that are in session for less than five hours per day, the attendance is to be counted on a half-day basis.
- c. Classification of pupils. For purposes of recording attendance, children enrolled in trainable classes are to be classified as elementary pupils.

#### E. Nonresident Tuition

1. When a pupil is enrolled in a special class in a school district other than his district of residence, the school providing the service will make a tuition charge to the child's resident district.
2. This tuition charge is not reimbursable. The special reimbursement aids are paid only to the district providing the special education program. However, the child's district of residence benefits since the reimbursement lowers the tuition charge.
3. A suggested procedure to follow in arriving at tuition costs for nonresident pupils in special classes (Code XVI-C-61) may be obtained from the Special Education Section.

### VII. CERTIFICATION OF TEACHERS

- A. Regular Certification. Completion of requirements under plan a. or b. or c. following will qualify a person for the certificate in this area:
  1. Plan a. Graduation from a four-year college or university course with a major in the education of the mentally retarded.
  2. Plan b. Graduation from a four-year college or university course with a certificate to teach in the elementary or secondary schools and an approved college minor in the teaching of the mentally retarded.

3. Plan c. To qualify under this plan a person must: (1) hold a valid Minnesota teaching certificate for elementary or secondary schools, (2) have two years of successful teaching experience, and (3) have an approved college minor, or its equivalent, in the teaching of the mentally retarded evaluated by an approved teacher training institution.

- a. A minor is usually considered to be a minimum of 23 quarter hours of approved college course work.
- b. Whether a particular pattern (of course work) is equivalent to a minor is decided by the staff members of the teacher training institution approved to offer a minor in this field in consultation with the Special Education Section.
- c. The course work which comprises the minor may include courses taken at both the graduate and undergraduate level. However, this plan does not require a bachelor's degree.

B. Provisional Certification

1. A provisional certificate to teach the mentally retarded is issued if a teacher: (1) holds a regular Minnesota teaching certificate; (2) has had two years of successful teaching experience, and (3) has completed at least 8 quarter hours of course work in special education, including two of the following required special courses:

Introductory courses on the education or psychology of exceptional children

Psychology of Mental Retardation

Methods courses in the education of the mentally retarded

2. The provisional certificate is a two year non-renewable certificate. A teacher with a provisional certificate must complete the requirements for the regular certificate within the two year period.

C. Colleges with Approved Programs

1. The University of Minnesota, and the state colleges at Mankato, Moorhead and Saint Cloud have approved teacher training programs in the education of the mentally retarded.
2. Questions pertaining to college credits and approved course work in this special field should be directed to the appropriate teacher training institution listed in 1. above.

- D. Certification Procedures. The provisional or regular certificate to teach the mentally retarded is issued by the Teacher Personnel Section of the Department of Education upon receipt of all of the items listed on the following page:

1. Provisional Certificate

Recommendation of the college where the required course work (toward provisional certification) was taken.

Request of the superintendent

Fee of \$3.00.

2. Regular (Full) Certificate

Recommendation from the college.

\$3.00 fee or a valid Minnesota certificate to which the certificate to teach the mentally retarded is added.

NOTE: Request by superintendent is not required when application for full certification is made.

3. Questions pertaining to the actual issuance of a teaching certificate should be sent directly to the Teacher Personnel Section.

## VIII. TRANSPORTATION

### A. General Rules

1. It is the responsibility of the school board of the pupil's district of residence to provide for the transportation of a trainable retarded child.
2. Transportation aid will be paid to the district of the pupils' residence.
3. In case daily transportation is impracticable, the school board may make arrangements to board and lodge the child, thereby making school accessible for him.
4. Aid will be paid only for actual days such pupils are transported or boarded and in attendance at school.
5. Where other pupils are transported on the same school bus with the mentally retarded children, the costs to be used in determining the reimbursement aid for transportation will be prorated on the basis of the average cost per pupil for all pupils conveyed on such bus or buses.
6. In no case will the aid exceed the actual sums paid out by the school district for transportation or board and lodging.

7. Whenever mentally retarded children can travel comfortably on a school bus, or a regular commercial bus and that mode of transportation costs less than other means, aid will be allowed only at the lower rate.
8. Where two or more mentally retarded children from the same family are conveyed to the same school and a family conveyance is used for such transportation, aid will be granted on the basis of one child only.
9. If someone other than a parent or guardian is the carrier, such carrier must comply with the regulations governing the transportation of public school pupils as stated on pages 31-42, Minnesota Regulations Relating to Education, 1956 Edition, as amended, July 1, 1959.

B. Board and Lodging  
Trainable Retarded Children

1. The district of residence has the responsibility to initiate board and lodging arrangements.
2. Before enrolling a handicapped pupil in another district on a board and lodging basis, the district of residence must have approval for such enrollment from the Special Education Section.
3. The request for approval submitted to the Special Education Section must include the following:
  - a. Evidence that the pupil is eligible for enrollment in a special class for trainable handicapped children.
  - b. Information substantiating the need for enrollment in another district on a board and lodging basis.
4. Following review of the information submitted to the Special Education Section, notice of approval or non-approval will be sent to the district.
5. If the request is approved, the Administrative Officer of the resident district is to contact his County Welfare Department for purposes of securing an approved foster home in the district where the child is to be enrolled.
6. Reimbursement for board and lodging will be authorized by the School Transportation Section only when the pupil's enrollment has been approved by the Special Education Section.

C. Claiming State Aid  
For Transportation or Board and Lodging

1. In the spring of the year an application and report form, Code VII-C-11b, will be forwarded to each graded school that received transportation aid for mentally retarded pupils attending an

approved special class during the previous school year. The forms will also be sent to county superintendents for distribution to ungraded schools.

2. In order to qualify for payment of aids at the regular time, the report forms must be submitted to the School Transportation Section and postmarked not later than July 10 after the close of the school term for which aid is claimed.

D. Reporting Non-Resident Pupils

1. Information on nonresident attendance is obtained from schools having approved special classes by means of Code VII-C-11c (3).
2. When the form is completed and returned to the school transportation Section, the districts transporting pupils to approved special classes in another district are forwarded the application and report form, Code VII-C-11b. (See B above.)

E. Reimbursement for Transportation or Board and Lodging

1. Schedule of rates for transportation of each (trainable) child will be (1) first mile or fraction thereof, forty-five cents per mile per day, one way; and (2) for each additional mile or fraction thereof, fifteen cents per mile per day, one way.
2. Limitations on Payment of Aid. Aid for this service will be made from state funds for an amount not to exceed \$1.35 per child per day or \$225.00 per child annually. These limitations also apply to board and lodging.

- F. Questions relating to transportation or board and lodging should be sent directly to the School Transportation Section.

## IX. ORGANIZATION OF THE CLASSROOM PROGRAM FOR TRAINABLE CHILDREN

The primary purpose of this manual is to outline procedures and standards for school districts to follow in establishing and operating state-aided classes for trainable mentally retarded children. However, superintendents and their administrative-supervisory staffs should also have some knowledge of the purposes and organization of the training program as well as other pertinent facts pertaining to the actual teaching situation. The purpose of this chapter, then, is to provide an overview of the classroom program for this group of children.

A. Objectives

The major goals of a public school program for trainable retarded children are: (1) to teach them to care for their basic physical needs; (2) to teach them safety habits sufficient to protect them from common

dangers; (3) to help them develop social, language and leisure-time skills which will enable them to make social adjustments within the family and neighborhood; and (4) to train them in simple occupational skills which can be carried on at home or in a sheltered environment under supervision.

The building of a sense of security in the child and the development of respect for himself and for others are essential and related objectives.

NOTE: A summary of the general potential of the trainable child is included on page 2 of this manual.

B. Initial Enrollment of Pupils  
In a Beginning Class

Generally, a beginning class with an inexperienced teacher of trainables should start with only a few children. Others should be added gradually as the teacher feels advisable. A number of weeks may be necessary to bring the enrollment to full capacity. Shorter class sessions also may be advisable for the first few days of the program.

C. The Class Program

The program for trainable retarded children is somewhat unusual in the sense that emphasis in the classroom is placed on social training and habit formation rather than mastery of basic academic skills. Most of the learning experiences of these children will grow out of directed play activities. Although these experiences are considered of prime importance for their social implications, they also contribute to the pupils' individual adjustment and to growth in language development and communication skills.

The curriculum for trainable children as for any other group of pupils is the program considered to be most realistic and suitable in helping them achieve their highest level of potential. Within the general framework of the curriculum, however, it often will be necessary for the special teacher to adapt the content and develop new materials to fit the individual needs of his pupils.

Minnesota does not presently have a curriculum guide for teachers of trainable children. Until one can be prepared teachers will find it necessary to develop their own curriculum materials and/or use existing guides from other states. A list of curriculum guides and other publications which teachers may find helpful is included in the appendix. These items are reimbursable as special materials when they are purchased by the school.

D. Academic Subjects

Although academic subjects are a part of the training program, they should not be allowed to overshadow the importance of the advancement of other skills more socially practical to the child. For most of the pupils formal training in this aspect of the program will not go beyond

readiness activities. Many of the experiences of these children will be similar to reading and number activities of pupils in nursery school, kindergarten and first grade classes.

Only a few of the trainable pupils will be capable of academic achievement beyond first grade level. If a pupil shows significant growth in the tool subjects, he should be carefully studied to determine if he might profit more from placement in a class for educable retarded children.

Emphasis should be placed on the functional aspects of the tool subjects since these are the kinds of "academic" skills which will be most useful to the trainable retarded person. Most trainables can learn to read signs and individual words for safety purposes, to use certain number symbols and the use of money in smaller denominations, and to write their own names. Comprehension of number concepts beyond rote counting is generally lacking or extremely limited, as is comprehension of all abstract material--time, space, distance, symbols.

#### E. Evaluation of Pupils

Evaluating the progress of pupils enrolled in the training program is a more difficult task than in regular education because of the extremely slow rate of progress of most of the pupils and the general lack of objective measures. However, this is an important part of the training program, and teachers should be encouraged to develop or adapt an appropriate method of evaluating pupils and recording certain significant details about each child which they have been able to observe.<sup>1</sup>

Such evaluations are particularly valuable in cases where children have been enrolled in the class on a trial basis. Assessment of pupils who will continue in the training program over a period of years is also essential as a guide to the teacher in preparing new materials and adapting the daily program to the individual needs of the children.

A number of different methods for evaluating pupils may be used, e.g., behavior check lists, rating scales, and measures of speech and language development. In addition, anecdotal records should be kept on as regular a basis as possible, and a progress report should be prepared and filed in the children's pupil record folder at the end of each school year.

The observations of the special teacher should be supplemented periodically with an individual evaluation by a certificated psychologist. This should be done at least every two to three years, and more frequently if necessary in individual cases.

<sup>1</sup> A number of suggested procedures and forms for evaluating and recording the progress of pupils in the training program are contained in the various curriculum publications listed in the appendix.



#### F. Home-School Cooperation

Good communication between home and school is most essential to the success of the training program. Because of the special and varied needs of these children, parent-teacher conferences should be scheduled on a more frequent basis than in regular education. A two-way communication between the parents and teacher is necessary in order that each child's adjustment may be aided by as uniform and consistent an environment as possible.

In talking with parents about their trainable retarded child, the teacher must be frank and realistic as well as kind and understanding. When the child has shown progress this should be brought to the attention of the parents as readily as when he presents a problem. However, the teacher must constantly endeavor to help parents keep their expectations of the child in proper perspective through relating his achievements to his ability level and capacity for making progress.

Annual written progress reports, mentioned in Item E. above, are desirable as a supplement to more informal contacts with parents, but these reports should be discussed with parents in a conference rather than being mailed to them for their own interpretation.

The special teacher should not be expected to assume the entire responsibility for this aspect of the program. When more specific assistance is needed in individual cases, the school should seek help from, or direct parents to, other professional resources, e.g., physicians, psychologists, and, more frequently, case workers from county welfare departments.

Intensive parent counseling involving life plans for trainable mentally retarded children is the primary responsibility of the county welfare departments. Most school districts do not have the necessary staff to provide adequate consultation service of this type and degree. Even when school social workers and psychologists are employed on the regular school staff, this function should not be the independent responsibility of the district, but rather should be a collaborative effort between the welfare department and the school.

#### G. Parent Education Programs

In addition to conferences involving individual children, efforts should be made on a broader base to provide an educational program for parents of children enrolled in the training program. Local chapters of the Minnesota Association for Retarded Children can be very helpful to the schools in this endeavor. Through membership in these groups, parents have the opportunity to learn not only from specialists and other parents but also from reading publications and other literature available through the associations.

School districts with established training classes sometimes provide periodic group programs for the parents. These meetings often follow a pattern somewhat similar to regular parent-teacher groups. Usually, they are provided as a supplement to the meetings of the local associations for retarded children, or because a local chapter does not exist in a particular community. When programs of this type are established for the latter reason, the teacher should seek help from professional persons in other agencies to insure having programs that will be interesting, informative and helpful to the parents.

MINNESOTA STATUTES

Relating to Public School Programs  
for Trainable Mentally Retarded Children

M.S.A. 1959, Sec. 120.04 Trainable Child, Defined

Every child who is handicapped to such degree that he is not educable as determined by the standards of the state board but who can reasonably be expected to profit in a social, emotional or physical way from a program of teaching and training is a trainable child.

M.S.A. 1959, Sec. 120.18 Trainable Children

Subdivision 1. Special Instruction for Trainable Children of School Age. Every school district and unorganized territory may provide special instruction for trainable children of school age who are residents of such district or unorganized territory.

Subdivision 2. Methods of Special Instruction. Special instruction and services for trainable children may be provided by one or more of the following methods:

- (a) The establishment and maintenance of special classes;
- (b) Instruction and services in other districts;
- (c) Instruction and services in a state college laboratory school or a University of Minnesota Laboratory school;
- (d) Instruction and services in a state residential school or a school department of a state institution approved by the state department of education;
- (e) By a program of homebound training, teaching and services; or by any other method approved by the state board of education.

Subdivision 3. State Board to Promulgate Rules. The state board shall promulgate rules relative to qualifications of essential personnel, methods of training, pupil eligibility, size of classes, rooms, equipment, supervision, and any other rules and standards it deems necessary for education of trainable children.

Subdivision 4. Agreements to Provide Special Instruction. Any district or unorganized territory may enter into an agreement to provide special instruction and services on such terms as may be agreed upon, but in that event each participating unit must agree on the method of reimbursement or on some other method approved by the state department.

M.S.A. 1959, Sec. 124.33 Trainable Children; Payments by State

Subdivision 1. Amount. The state shall pay to any district and unorganized territory; (a) for the employment in its program for trainable children, two-thirds of the salary of essential personnel, but this amount

shall not exceed \$3,600 per annum for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time, including but not limited to summer school; (b) for the employment of an individual jointly with another district or districts or unorganized territory in its program for trainable children, two-thirds of the salary of essential personnel, but this amount shall not exceed \$3,600 per annum for each full-time person employed, or a prorata amount for a part-time person or a person employed for a limited time including but not limited to summer school.

Subdivision 2. Reimbursement by State to District for Supplies and Equipment. The state shall reimburse each district or unorganized territory for supplies and equipment purchased or rented for use in the instruction of trainable children in the amount of one-half the sum actually expended by the district or unorganized territory but not to exceed \$50 in any one school year for each trainable child receiving instruction.

Subdivision 3. State to Reimburse District for Transportation or Board and Lodging. The State shall reimburse each district or unorganized territory for the transportation or board and lodging of trainable children when approved by the state board but this amount shall not exceed \$225 annually for each such child. Transportation funds may be used for conveying trainable children between home and school and within the school plant.

Subdivision 4. Aids are Additional to Basic and Equalization Aids. The aids provided for the instruction of trainable children shall be paid to the district providing the special instruction and services. Foundation program aid shall be paid to the district or unorganized territory of the pupils' residence. The amount of aid for special instruction and services for trainable children may not exceed the amount for such special instruction and services for trainable children for the year which the aid is paid.

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